

1 Introduction

The following exemplar for completing the Teacher Induction Scheme profile has been produced as a guidance of good practice. It is important that you use your professional judgement and expertise to apply what has been presented here when completing profiles with probationers in your own setting.

The information presented in the profile is a distillation of what has been recorded in the probationers and supporters profiles. As such there should be a distinct thread following through the profile linking discussions, observations, CPD carried out, comments made against the SFR and finally the next phase of professional development as recorded on the action plan page.

General Advice About Completing the Profile

2 Recommendation (front page).

It is essential that the profile has one of the recommendation boxes marked and the two signature boxes completed. One of the following recommendations must be made:

- that progress is satisfactory; or
- that progress is unsatisfactory for reasons of competence; or
- that progress is unsatisfactory for health reasons (i.e. a significant amount of time has been taken out of the Induction year due to ill health).

3 Record of your Meetings with Designated Supporter (page 3)

The majority of these weekly meetings should involve very focused discussions concentrating on targets and actions identified in your first Action Plan. Hence the following information should be transferred from your Supporter Meeting Notes:

- the date of the meetings;
- a summary of the actions that you agreed to carry out following the meeting;
- and, in the majority of cases, the one or two codes that your discussions focused on.

4 Record of Observed Teaching (page 4)

These monthly observations of the probationer's teaching should also have a clear and limited focus which has been identified and agreed upon during the Supporter meetings and is linked to the targets and actions identified in the probation Action Plan. The following information should be transferred from the Observed Teaching Feedback sheets:

- the date of the meetings which will have been prearranged by mutual agreement;
- the timing of the observed session (make sure that they are not always occurring at the same time/period in the day);
- in the majority of cases the one or two codes that the observation was focused on;
- the class and subject/level of study for the observed session;

- the strengths/areas for development which, although filled in by the probationer, will consist of those comments that were identified by the observer of the session and passed on to the probationer.

These comments should be directly related to the focus of the observation, except in extreme cases where additional comment must be made.

5 CPD Record (page 5)

A title and date for each CPD experience should be transferred from the probationer's portfolio. Some points to consider:

- Try and identify the main focus of the experience so that the experience can be recorded alongside one key area of the Standard, e.g. Long-term/Short-term Planning. There will of course be occasions where there is more than one main focus.
- There will be core CPD that all probationers are obliged to undertake, however it is also expected that the CPD record evidences various other experiences. Furthermore, many of these other experiences should have been undertaken as a result of target and actions identified in the Action Plan.
- The record table can also be used as a framework for CPD and as such it is possible to tell at a glance whether the probationer is achieving a broad coverage of the areas of the Standard that make up their professional practice. Furthermore it is worth seeing how CPD experiences can be fully utilised, for example following up in school a core CPD experience carried out by the local authority Induction/Probation Manager.
- It would not be expected that all boxes of the table be filled during the Induction year.

6 The SFR, Key Strengths and Areas for Development (page 6 & 7)

This will be completed by the Headteacher in collaboration with the Supporter. However, it is important that both strengths and areas for development are identified. The areas for development should be of no surprise since they should have been covered during discussions with the Supporter and focused on in Observed sessions. As such, where concerns are raised the evidence to support the concerns should be clearly shown through the records of meetings etc.

7 Professional Development Action Plan (page 8)

This will be completed by the Headteacher in collaboration with you the probationer and will identify the focus for professional development following the Christmas holiday. There should be a sense of connectedness to what has come in the preceding pages of the profile. As for the first Action Plan the targets and actions should be realistic and stated in a clear and focused manner.

Record of your Meetings with Designated Supporter(s) Name
Reg No
(To be completed by Probationer Teacher)
Focus: Please use the following categories to describe the key focus of your discussion with your designated supporter:

Code		Code		Code	
Professional Knowledge and Understanding		09	National/Local Policies	17	Organise and Manage Resources
01	Curriculum Content	10	Professional Values and Practices	18	Classroom Ethos
02	Subject Knowledge	Professional Skills and Abilities		19	Safety in the Classroom
03	Sector Issues	11	Long-term/Short-term Planning	20	Assessment, Recording, Reporting
04	Learning and Teaching Resources	12	Differentiation, pacing	21	Self Evaluation
05	ICT	13	Interaction with Pupils	Professional Value and Personal Commitment	
06	Literacy and Numeracy	14	Teaching and Learning Strategies	22	Professional Values
07	Personal, Social, Vocation and Health Education	15	Managing Learning and Teaching	23	Personal Commitment
08	Core Skills, Equal Opportunities, Pupil Support, Citizenship, Enterprise	16	Working with other Adults	24	Extra Curricular Activities

Date	Key Focus (please enter code – see above)	Agreed Action(s)
23/08/04	11	<ul style="list-style-type: none"> Weekly and medium term class timetable to be devised Timetables to take account of visiting specialists and sharing of resources with other classes Timetable to reflect balance and breath to ensure that a coherent curriculum is delivered
01/09/04	14 & 15	<ul style="list-style-type: none"> Bringing lessons to a concise conclusion Starting lessons with a clear focus
06/09/04	12	<ul style="list-style-type: none"> Liaise with Support for Learning for pupils with specific learning difficulties
13/09/04	12	<ul style="list-style-type: none"> Developing an appropriate pace for less able pupils
21/09/04	10	<ul style="list-style-type: none"> Consider various opportunities for School CPD- e.g. ICT use
25/10/04	05	<ul style="list-style-type: none"> Incorporating the use of smartboards
04/11/04	20	<ul style="list-style-type: none"> Preparation for Parent's Evenings to be organised
16/11/04	17	<ul style="list-style-type: none"> Become more familiar with the organisation and management of resources within the department
22/11/04	20	<ul style="list-style-type: none"> National assessments for mathematics and reading to be obtained for familiarisation and implementation
30/11/04	15	<ul style="list-style-type: none"> To monitor development and behaviour of named pupils after discussion
7/12/04	15	<ul style="list-style-type: none"> Consider a variety of positive reward systems for Golden Time and trial in class
14/12/04	04	<ul style="list-style-type: none"> Trial class Moves and Brain Gym

Teacher Signature

Supporter Signature

Record of Observed Teaching
(To be completed by Probationer Teacher)

Name

Reg No

Observed Session (mark 'x' in relevant box)

*Key focus codes listed on page 3

Date Time Key Focus (one or two codes*)

Class N/P1 ☐ P2 ☐ P3 ☐ P4 ☐ P5 ☐ P6 ☒ P7 ☐ Composite ☐ Other ☐

Subject Maths ☐ Language ☐ Env. Studies ☐ Exp. Arts ☐ RME ☐ Other ☐

Strengths/Areas for Development

- Most children engaged and responding positively
- ❖ The less able pupils were not so well catered for

Date Time Key Focus (one or two codes*)

Class N/P1 ☐ P2 ☐ P3 ☐ P4 ☐ P5 ☐ P6 ☒ P7 ☐ Composite ☐ Other ☐

Subject Maths ☐ Language ☐ Env. Studies ☐ Exp. Arts ☐ RME ☐ Other ☐

Strengths/Areas for Development

- The children were obviously enthused by your energy and use of visual displays
- ❖ This lesson would have been further enhanced by incorporating ICT

Date Time Key Focus (one or two codes*)

Class N/P1 ☐ P2 ☐ P3 ☐ P4 ☐ P5 ☐ P6 ☒ P7 ☐ Composite ☐ Other ☐

Subject Maths ☐ Language ☐ Env. Studies ☐ Exp. Arts ☐ RME ☐ Other ☐

Strengths/Areas for Development

- Good use of ICT
- All pupils, including the less able, were involved and catered for

Date Time Key Focus (one or two codes*)

Class N/P1 ☐ P2 ☐ P3 ☐ P4 ☐ P5 ☐ P6 ☒ P7 ☐ Composite ☐ Other ☐

Subject Maths ☐ Language ☐ Env. Studies ☐ Exp. Arts ☐ RME ☐ Other ☐

Strengths/Areas for Development

- Good use of 3D materials for maths work
- ❖ As a lesson close to national testing time there was not the familiarity that there might have been with test requirements

Date Time Key Focus (one or two codes*)

Class N/P1 ☐ P2 ☐ P3 ☐ P4 ☐ P5 ☐ P6 ☒ P7 ☐ Composite ☐ Other ☐

Subject Maths ☐ Language ☐ Env. Studies ☐ Exp. Arts ☐ RME ☐ Other ☐

Strengths/Areas for Development

- There were consistently applied strategies for dealing with disruptive behaviour
- ❖ The rewards for those behaving appropriately did not seem to be developed enough

Teacher Signature

Supporter Signature

CPD Record

(To be completed by Probationer Teacher)

Name

Reg No

Please Enter Description or Title of Activity and the Date Completed

Each CPD activity should be recorded under one main area of the Standard as listed below:

Local Authority CPD**School CPD****Personal CPD****Professional Knowledge and Understanding**

Curriculum Content

Subject Knowledge

Sector Issues

Learning and Teaching Resources

ICT

Literacy and Numeracy

Personal, Social, Vocation and Health Education

Core Skills, Equal Opportunities, Pupil Support,
Citizenship, Enterprise, Child Protection

National/Local Policies

Professional Values and Practices

Professional Skills and Abilities

Long-term/Short-term Planning

Differentiation, pacing

Interaction with Pupils

Teaching and Learning Strategies

Managing Learning and Teaching

Working with other Adults

Organise and Manage Resources

Classroom Ethos

Health and Safety in the Classroom

Assessment, Recording, Reporting

Self Evaluation

**Professional Value and Personal
Commitment**

Professional Values

Personal Commitment

Circle Time 28/10/04	Art 6/11/04 Circle Time 28/10/04	
	Writing 25/10/04	
		'ICT in the Primary School' 23/9/04
Literacy 7/10/04 Numeracy 14/10/04		
	Enterprise 25/10/04	
Probationer Induction 13/8/04	Behaviour Policy 28/09/04	

	Planning 14/10/04	
		Barriers to Learning 7/9/04
	Anger Management 12/10/04 Emotional Intelligence 26/10/04	
Positive Discipline 15/11/04		Circle Time 8/12/04
	IEP's 10/9/04	
	Parent's Night 10/11/04	Previous reports 5/4/04

Teacher Signature			Supporter Signature	
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Professional Knowledge and Understanding

Name

Reg No

Curriculum

have detailed knowledge and understanding of the relevant areas of the pre-school, primary or secondary school curriculum
have sufficient knowledge and understanding to fulfil their responsibilities for literacy and numeracy; personal, social and health education; and ICT. (As appropriate to the sector and stage of development.)
understand the nature of the curriculum and its development
have sufficient knowledge and understanding to meet their responsibilities to teach cross-curricular aspects

- Has planned a weekly timetable for her class, with good breadth and balance of the curriculum
 - Provides a differentiated curriculum which is appropriate for the stages of her pupils, taking into account their individual needs and abilities
 - Identifies cross-curricular links in planned lessons (e.g. Environmental Studies/ICT/Language – to research a subject and write a report for an audience)
- ❖ Needs to consider further how to use ICT in a broader range of curricular areas

Education Systems and Professional Responsibilities

have a broad, critical understanding of the principal features of the education system, educational policy and practice, and of their part in it
have detailed working knowledge of their sector, of the school(s) in which they teach, and of their professional responsibilities within them

- Has implemented Local Authority initiatives including Formative Assessment and Positive Behaviour Strategies
- Has read School Policies and Development Plan
- Took an active part in discussions relating to an area of the curriculum (Health) currently under review in school

Principles and Perspectives

can articulate their professional values and practices and relate them to theoretical principles and perspectives
have research-based knowledge relating to learning and teaching and a critical appreciation of the contribution of research to education in general

- Can relate theoretical principles to practical use in the classroom e.g. in collaboration with the pupils, set personal learning targets
 - Has undertaken observations of other teachers at the same stage of the school, with future plans to observe teachers at different stages
- ❖ Should consider undertaking a small-scale action research project, for example on how successful the adjusted reward system is working with the class

Professional Values and Personal Commitment

should show in their day-to-day practice a commitment to social justice and inclusion
take responsibility for their professional learning and development
value, respect and are active partners in the communities in which they work

- Has made a very good start to her teaching career showing a commitment to her pupils as well as her own Professional Development
- Has applied for a number of courses which are organised by the local authority Educational Development Service
- Can identify her strengths and is not afraid to admit to areas of weakness, asking for and acting upon advice given
- Has become actively involved in the school, leading ex-curricular Netball practice
- Has a very good working relationship with her colleagues

Teaching and Learning

are able to plan coherent and progressive teaching programmes which match their pupils' needs and abilities, and they can justify what they teach

communicate clearly making skilful use of a variety of media, and interact productively with pupils, individually and collectively

use a range of teaching strategies and resources which they can evaluate and justify in terms of curriculum requirements and of the needs and abilities of their pupils

set and maintain expectations and pace of work for all pupils

work co-operatively with other professionals and adults

- Always prepares clear, concise and thorough Forward, Weekly and Daily Plans, making marked improvement with respect to taking into account the abilities of her pupils
 - Communicates with pupils well. Addresses the class with a clear, commanding voice and communicates discreetly with individual pupils when necessary
 - Prepares stimulating lessons for the class, using a variety of teaching strategies and prepares interesting resources for lessons, e.g. lesson on Victorian artefacts
- ❖ Needs to further consider how to set a realistic pace of work for all her pupils

Classroom Organisation and Management

organise and manage classes and resources to achieve safe, orderly and purposeful activity

manage pupil behaviour and classroom incidents fairly, sensitively and consistently, making sensible use of rewards and sanctions, and seeking and using the advice of colleagues when necessary

- Has organised a safe environment for her pupils to work in with all resources clearly marked and easily accessible to all
 - Displays good classroom management. Has tried a variety of rewards and sanctions in order to encourage positive behaviour. Has sought and accepted advice from colleagues
- ❖ Should continue to develop her use of the positive reward system

Assessment of Pupils

understand and apply the principles of assessment, recording and reporting

use the results of assessment to evaluate and improve their teaching, and the learning and attainment of the children they teach

- Follows the principles of Formative Assessment, reinforces previous knowledge at the beginning of the lesson and what they are expected to learn. Children complete learning diaries
- Has used results of assessment in planning further lessons
- Has conducted National Assessments, following guidelines stringently
- Prepared aide memoire for each pupil for parent interviews

Professional Reflection and Communication

learn from their experience of practice and from critical evaluation of relevant literature in their professional development

convey an understanding of practice and general educational matters in their professional dialogue and communication

reflect on and act to improve their own professional practice, contribute to their own professional development, and engage in the process of curriculum development

- An excellent start has been made to the probationary year. She has quickly settled into the school and has become a valued member of staff. Demonstrates a high level of commitment to teaching which is evident in the following ways:
 - Thorough planning and preparation
 - Evaluates her lessons and seeks ways to improve her practice through reading and seeking advice from colleagues
 - Actively engaged in curriculum development discussions on inset 2 and 3
 - Has become involved in ex-curricular activities by coaching netball and accompanying the team to league matches

Professional Development Action Plan (To be completed by the Headteacher in discussion with the Probationer Teacher)
(Comments should indicate targets for continuing professional and personal development and the action to be taken)

Professional Knowledge and Understanding

Name

Reg No

Agreed Targets

- 1 Develop understanding of how to use ICT in a broader range of curricular areas
- 2 Further experience in use of national tests

Action

- 1 Carry out personal study and arrange opportunities to see how colleagues use ICT
- 2 Familiarise with tests, identify groups requiring testing and carry out tests

Professional Skills and Abilities

Agreed Targets

- 1 Develop skills of setting an appropriate pace
- 2 Develop use of positive reward system

Action

- 1 Arrange to discuss with and work alongside colleagues
- 2 Personal study on positive discipline and carry out small-scale action research project

Professional Values and Personal Commitment

Agreed Targets

- 1 Develop knowledge concerning autism and ADHD
- 2 Become familiar with other professionals working in the school community

Action

- 1 Personal reading on the subject and discussions with learning support colleagues
- 2 Arrange to meet and work alongside other professionals e.g. speech therapist

Teacher Signature

Headteacher Signature